

TOUR OF THE TEXTBOOK

Welcome to *Exploring Nationalism*. These pages provide you with a guided tour of the textbook and are designed to help you understand how *Exploring Nationalism* is set up to help you complete this course successfully.

By the time you finish *Exploring Nationalism*, you will be in a position to respond to the key question for this course: To what extent should we embrace nationalism? As you progress through the book, keep this question in mind as you think about the ideas, points of view, perspectives, and insights you encounter. They will help you formulate a response to this question.

Cover

The cover of *Exploring Nationalism* shows people silhouetted against a stylized map. These images symbolize the concept behind this textbook.

Examine the images carefully. Why do you suppose the artist showed a crowd of people? Why are the people shown with arms raised? Are they angry? Cheering something? Asking for help? Feeling other emotions? Is it important to draw a conclusion about what they are feeling — or should this be left open to interpretation?

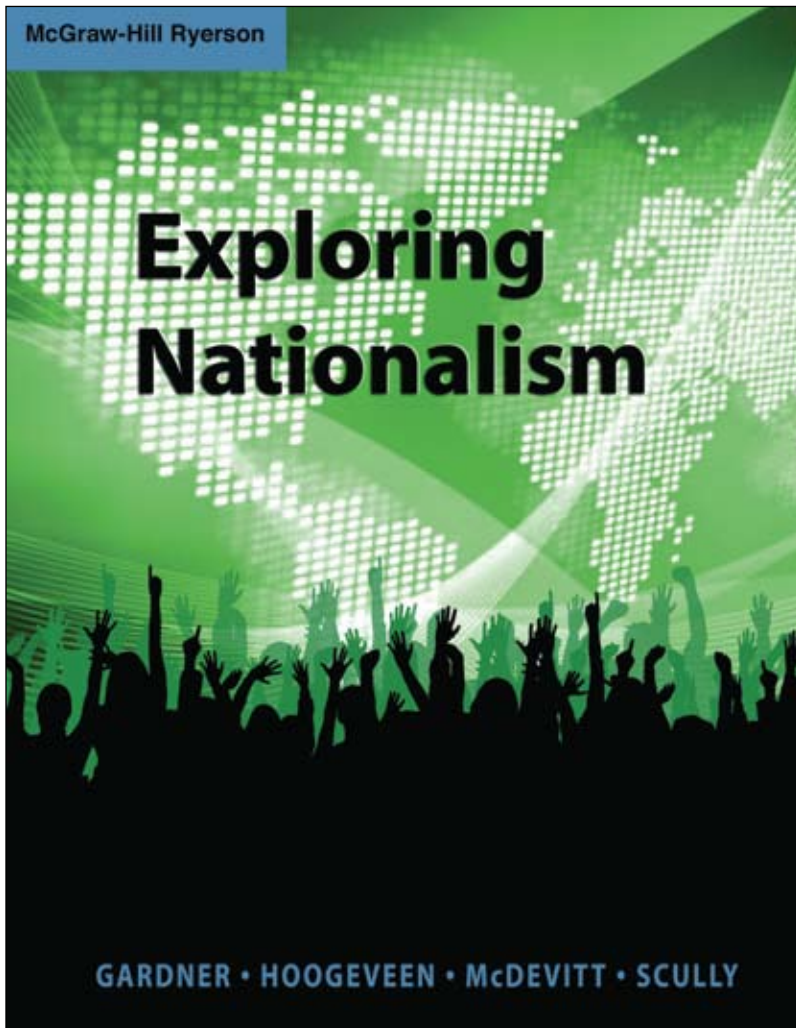
And what do you see in the stylized map? What continents and countries are shown? Why do you suppose the artist chose this particular perspective on

the world? What does this choice suggest about the content of *Exploring Nationalism*?

Why might the artist have chosen these particular images for the cover of a textbook that explores nationalism?

The key course-issue question — To what extent should we embrace nationalism? — demands that you analyze the concepts of nation and nationalism, as well as the many different identities that “we” may represent. As you do this, you will discover that nationalism is much more than an emotional response to nationalistic symbols, such as a flag or a national anthem. As the cover suggests, nationalism is open to interpretation, but it also suggests that you, and other people, shape this interpretation.

The title, *Exploring Nationalism*, also communicates a message. It tells you that you are embarking on an exploration that will involve many different points of view and perspectives on nationalism. As you progress through this exploration, allow your mind to remain open to new and exciting ideas and be ready to question your understandings of nationalism and its effect on you — and the world.



How This Book Is Organized

The table of contents shows how *Exploring Nationalism* is organized. The book is divided into four related issues. Each related issue includes four chapters. The section labelled “Inquiry Focus” includes three or four questions that serve as the basis of each chapter’s exploration of the chapter issue.

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The **prologue** introduces key ideas that provide a foundation for your work in this course.

Four **related-issue questions** provide a focus for your exploration, analysis, and evaluation.

Related Issue 1 To What Extent Should Nation Be the Foundation of Identity?

The Big Picture
Your Challenge Create a coat of arms to show how your understandings of the concept of nation shape — and are shaped by — your identity.

Each related issue opens with an overview titled **The Big Picture**.

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Your Challenge is a guide to the assignment you will complete as you progress through the related issue.

The **chapter-issue question** identifies the focus of each chapter’s exploration and feeds into the related-issue question.

Focus on Skills highlights a specific skill that will help you respond to the key course question and successfully complete the challenges.

Think . . . Research . . . Participate . . . Communicate . . . provide opportunities — at the end of every chapter — for you to show your understanding of aspects of the key issue, related issue, and chapter issue.

The **glossary** is a quick reference that explains key terms.

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The Big Picture

The Big Picture provides an overview of your journey of exploration through the related issue. Like a trailer for a movie, this opening two-page spread touches on the highlights of the related issue and prepares you for the “feature presentation.”

The **related issue** number appears at the top of the page.

The **related issue** provides the focus for the following four chapters.

The **colour bar** identifies the related issue throughout the four chapters of the section.

RELATED ISSUE 2
To what extent should national interest be pursued?

Key Issue
To what extent should we embrace nationalism?

Related Issue 1
To what extent should nation be the foundation of identity?

Related Issue 2
To what extent should national interest be pursued?

Related Issue 3
To what extent should internationalism be pursued?

Related Issue 4
To what extent should individuals and groups in Canada embrace a national identity?

Chapter 5
NATIONAL INTEREST AND FOREIGN POLICY
To what extent do national interest and foreign policy shape each other?
How are nationalism and national interest related?
How has national interest shaped foreign policy?
How has foreign policy shaped national interest?

Chapter 6
NATIONALISM AND ULTRANATIONALISM
To what extent can nationalism lead to ultranationalism?
What is ultranationalism?
How does ultranationalism develop?
How have people responded to ultranationalism?

Chapter 7
ULTRANATIONALISM AND CRIMES AGAINST HUMANITY
To what extent can the pursuit of ultranationalism lead to crimes against humanity?
What are crimes against humanity?
How has ultranationalism caused crimes against humanity?
What are some contemporary consequences of ultranationalism?

Chapter 8
NATIONAL SELF-DETERMINATION
To what extent should national self-determination be pursued?
What is national self-determination?
What are some effects of pursuing national self-determination?
What are some effects on Canada of pursuing national self-determination?
What are some unintended consequences of pursuing national self-determination?

THE BIG PICTURE

Your personal interests, such as your career choices and your health and well-being, are not fixed. They change constantly — as you change, as your needs change, and as the world around you changes.

You can control some of the events that shape your decisions about what is in your interests. If, for example, you plan to become a health care professional, you can choose an educational path that will improve your chances of achieving this goal.

But not everything that affects your interests is in your control. An unexpected accident, an inheritance, or a life-altering emotional experience may prompt a change in the focus of your interests. You may suddenly need to leave school, adopt a different lifestyle, or develop new interests that have a deeper and more personal meaning. In addition, your ideas about what is in your interests may change as you mature. But no matter how you change, pursuing a course that is in your interests requires planning, thought, and an understanding of the changing influences that affect you.

Like you, countries and nations also have interests, and these interests, too, are shaped by events, some of which cannot be controlled. A global epidemic such as SARS, for example, requires an immediate response that may lead to a shift in priorities. But other interests, such as achieving economic prosperity, can be more closely controlled through specific actions and policies.

In Related Issue 1, you explored understandings of nation, nationalism, and identity. In this related issue, you will expand this understanding by exploring and analysing the links that connect nationalism, national interest, ultranationalism, crimes against humanity, and the pursuit of national self-determination.

The chart on the preceding page shows how you will progress through the chapters of Related Issue 2. As you explore this related issue, you will come to appreciate

- that pursuing national interest can result in both positive and negative outcomes
- how ideas about national interest can change as circumstances change
- that points of view and perspectives on national interest differ, and that these differences often affect decisions about how national interest should be pursued
- that the pursuit of national interest may involve pursuing national self-determination

CANADIAN RANGERS
CANADIENS

The **key issue** reminds you of the overarching issue for the course.

The **organization chart** maps the structure of the entire related issue.

Visuals provide clues about what will be covered in the related issue.

Your Challenge

Each related issue presents a challenge. The challenge appears at the beginning of the related issue so you know ahead of time what assignment you may be required to complete. This helps you think about, develop, and prepare the ideas and materials you will need to successfully complete the challenge as you progress through the related issue.

Specific instructions explain what the challenge involves.

The **Checklist for Success** is a quick review of how various elements of your challenge may be evaluated. This checklist is based on the evaluation rubric and provides a self-assessment tool to help you complete the challenge successfully.

Your Challenge

Create a coat of arms to show how your understandings of the concept of nation shape — and are shaped by — your identity, and be prepared to explain how your coat of arms represents your response to the question for this related issue: To what extent should nation be the foundation of identity?

Creating and Assembling Your Coat of Arms

Step 1
Decide on the form your coat of arms will take. This will affect the symbols you include. Decide whether your coat of arms will represent you, your family, or another collective.

Step 2
Think about the symbols Michaëlle Jean included on her coat of arms and how these symbols reflect her feelings about the connections between her identity and nation. What criteria do you think Jean might have used when choosing these symbols? Develop two or three criteria to help you decide which connections you will highlight on your coat of arms. On the basis of the criteria you choose, prepare a motto that expresses their purpose and meaning. You may revise your criteria as you work through the related issue.

As you progress through this related issue, keep notes about the aspects of nation and identity that best fit your criteria. You may wish to keep your notes in a chart similar to the one shown.

Step 3
As you complete each chapter and add more notes to your chart, share your work with a partner and your teacher. Use this feedback to revise and refine your coat of arms.

Step 4
At the conclusion of the related issue, organize your symbols, notes, and information into your final presentation: a coat of arms. Be prepared to respond to questions about the meaning and purpose of the symbols you have used — and how they show your response to the related-issue question.

Checklist for Success

Use this checklist to ensure that your finished product includes everything necessary to be successful.

My Knowledge and Understanding

- My symbols illustrate my understanding of the connections between my identity and nation.
- My criteria indicate my understanding of the related-issue question.
- My notes show the underlying meaning of my coat of arms.
- My responses to questions show my understanding of the purpose of this challenge.

My Selection, Analysis, and Evaluation of Information

- My criteria guided my research.
- My coat of arms is based on my criteria.
- My symbols, information, and notes reflect my understanding of the related-issue question.

My Coat of Arms

- My coat of arms is interesting and engaging.
- My notes are complete and support my coat of arms.
- My use of language and references is appropriate.
- My responses to questions are positive and constructive.

Your Coat of Arms

A coat of arms presents the heritage, goals, values, and aspirations of the individual or collective it represents. When Michaëlle Jean, for example, was appointed governor general of Canada in 2005, she created the personal coat of arms shown on the following page.

Each element of Jean's coat of arms sends a message about who she is, and each element of your coat of arms should do the same. This message may reflect past glories and connections, and it may also provide a basis for future actions. A coat of arms says, "This is who I am, in body and soul." A motto often makes this meaning clear.

As you progress through the four chapters of this related issue, you will develop understandings of nation — and how this concept influences, and is influenced by, aspects of your individual and collective identity. You will use these understandings to create and present a coat of arms representing you or a collective you choose.

You may present your coat of arms in one of several forms:

- a computer-generated graphic;
- a collage;
- a drawing or painting;
- a combination of forms or one you choose yourself.

You will also prepare notes to attach to your presentation. These notes may be presented in a separate booklet, on separate screens if you are using computer software, or in another format of your choice. Your notes will help others understand your coat of arms.

Your notes will conclude with your personal response to the related-issue question.

What Your Coat of Arms Will Include

To show the relationship between your identity and your understandings of nation, you will develop symbols to place on your coat of arms. For each symbol, your notes should include:

- a description;
- the reason for your choice;
- an explanation of the connection(s) between the symbol, your identity, and your understandings of nation.

Keep in mind that you may decide that nation should not play a role as a foundation of your identity. If this is the case, the symbols you choose should reflect this position.

NOTES FOR MY COAT OF ARMS

Criterion	Evidence	Possible Symbol
What aspects of nation inspire feelings of pride?	"Singing 'O Canada' I'm Canadian, but my heritage is Sri Lankan, so I was proud when Sri Lanka made it to the 2007 Cricket World Cup final.	Maple leaf Sri Lankan lion

Governor General Michaëlle Jean's Personal Coat of Arms

- Sword** — A sword creation based on Canada's Atlantic and Pacific shores. For Jean, this creation is a talisman.
- Royal crown** — Symbolizes Jean's role as the queen's representative in Canada and the governor general's duty to serve all Canadians.
- Crest shield and broken chain** — Refers to a sculpture that stands in the main square of Port au Prince, Haiti, Jean's birthplace. The sculpture, by Albert Mangabito, shows an escaped slave blowing a conch shell as a call to arms to other slaves around the island. For Jean, this represents her ancestors' victory over slavery and is a call for freedom for everyone.
- Sculls** — These two oar water sports are drawn from Haitian culture. They combat souls and purify troubled waters. For Jean, they also represent the important role of women in working toward social justice.
- Palm tree** — A symbol of peace in Haiti.
- Pine tree** — A symbol of the natural riches of Canada.
- Briser les solitudes** — A motto that means "breaking down solitude." This French motto represents Jean's goal as governor general.
- Shoulders and medals** — These Latin words mean "They desire a better country" and are the motto of the Order of Canada.
- Legions of the Order of Canada** — As governor general, Jean presents the Order of Canada to people who have contributed to making Canada a better country.

Steps provide specific instructions for organizing, developing, and completing your challenge.

An **illustration** provides an organizer or an example of part of the challenge to help you organize your work or envision what your completed challenge might look like.

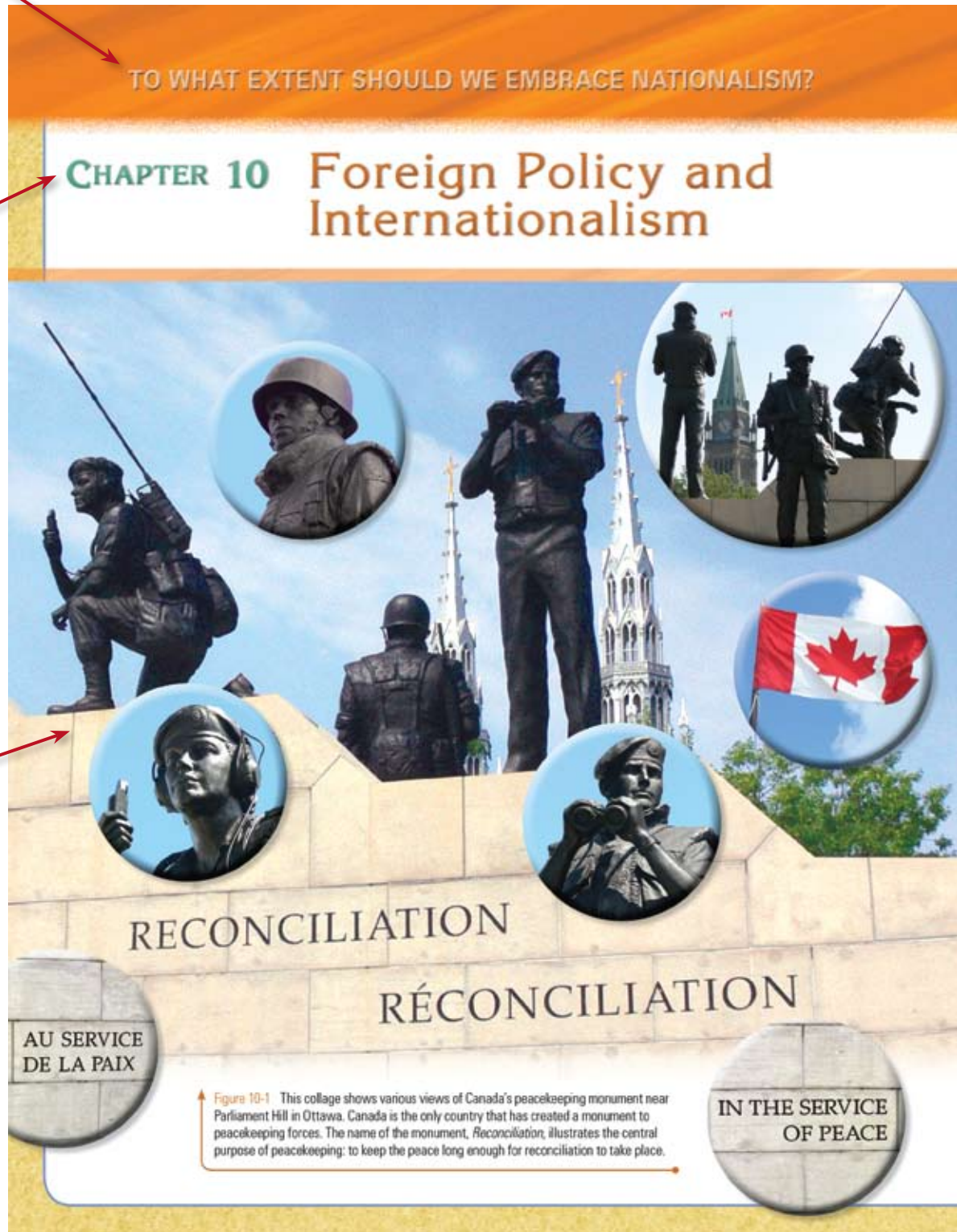
Chapter Openers

Every chapter opens with a two-page spread. On the left page is a visual or collage of visuals designed to provide insight into the related and chapter issues, as well as to spark thought and discussion.

The **course issue** is always identified at the top of the page.

The **chapter number** and **title** appear below the colour bar.

The **visuals** provide a point of view or perspective on the related and chapter issues.



The **chapter issue** is presented in the colour bar across the top of the page. This is the focus of the chapter.

An **introduction** provides insight into the visuals.

Questions

guide you to think about the visuals and explore their connections to the chapter and related issues.

CHAPTER ISSUE

To what extent can foreign policy promote internationalism?

RECONCILIATION, Canada's peacekeeping monument, was designed by sculptor Jack Harman, urban designer Richard Henriquez, and landscape architect Cornelia Oberlander. The monument depicts three peacekeepers — two men and a woman — keeping watch from a wall amid the debris of war. In front of them, a grove of young trees symbolizes peace. In 1988, United Nations peacekeepers won the Nobel Peace Prize for 40 years of tireless effort to keep the peace in various parts of the world. This monument commemorates Canada's contribution to those missions.

Examine the collage carefully, then respond to the following questions:

- What is your initial response to the collage of the peacekeeping monument? Does your sense of national identity influence your response?
- What does the existence of the peacekeeping monument say about Canada?
- Why is the name of this monument significant? What other names might have been chosen for this monument?
- The peacekeeping monument is located in Ottawa, Canada's capital and a city that hosts many tourists. What message might this monument convey to visitors from other countries?

KEY TERMS

economic
sanctions

collective
security

gross national
income

tied aid

Key Terms

alert you to vocabulary that is important to understanding concepts. These terms are explained in the chapter and in the glossary.

LOOKING AHEAD

In this chapter, you will develop responses to the following questions as you explore the extent to which foreign policy can promote internationalism:

- How do countries set foreign policy?
- How can states promote internationalism through foreign policy?
- How does Canadian foreign policy try to balance national interest and internationalism?

Looking

Ahead

sets out the inquiry questions that form the focus of the explorations in the chapter. You will find these questions repeated as the main headings in the chapter.

My Journal on Nationalism

Look again at the photograph of the earth rising. Think about how you could use photographs to express your current ideas about nationalism. Date your ideas and keep them in your journal, notebook, learning log, portfolio, or computer file so that you can return to them as you progress this course.

My Journal on Nationalism

encourages you to rethink, re-evaluate, and reshape your evolving understandings of nationalism.

Special Features

The special features present information, data, ideas, and issues in different ways.



In the psychological sense, there is no Canadian nation as there is an American or French nation. There is a legal and geographical entity, but the nation does not exist. For there are no objects that all Canadians share as objects of national feeling.

— Charles Hanley, in *Nationalism in Canada, 1966*

Voices

A quotation that supports an idea or provides an alternative point of view or perspective.



When immigrants become Canadian citizens, they are required to repeat the following oath:

I swear [or affirm] that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.

FYI

These are interesting facts and ideas that enhance your understanding of the issues. This feature often provides a broader context for exploring the issues.

Web Connection

To find out more about the Great Depression, go to this web site and follow the links.

www.ExploringNationalism.ca

Web Connection

The web address in this feature takes you to a central site that provides connections that will expand your research and exploration of an issue.



CHECKBACK

You read about the rise of Turkish nationalism in Chapter 1.



CHECKFORWARD

You will read more about Rwanda and Roméo Dallaire in Chapter 10.

CheckForward and CheckBack

These icons appear at various points. They direct you to chapters where the ideas you are reading about are explored further.



Activity Icon

Quick activities designed to help you think about and explore the issues you are reading about.

Reflect and Respond

With a partner, return to the chapter-opening photograph of the seal hunt protest (Figure 4-1, p. 88) and choose one character or group mentioned in the questions on page 89. Or choose the Ryan Smyth fan mentioned on page 96.

Discuss the loyalties involved in the situation you chose and create a web or other graphic to show them visually. Use colour and shape to indicate which

loyalties are nationalist and which are non-nationalist. Identify contending loyalties by adding connecting lines or another graphic element. Use a numbering system or another method to rate the importance of each loyalty shown. Add a title and a legend to your graphic, and be prepared to explain your judgments. Explain your graphic to a small group and respond to their questions and comments.

Reflect and Respond

These activities conclude each inquiry section by encouraging you to reflect on aspects of the related issue, the chapter issue, and the inquiry question. They provide opportunities to assess your understanding and review ideas from various points of view and perspectives.

Taking Turns

How might a crisis affect people's sense of nationalism and national identity?

The students responding to this question are Pearl, who lives in St. Albert and whose great-great-grandfather immigrated from China to work on the Canadian Pacific Railway; Blair, who lives in Edmonton and whose heritage is Ukrainian, Scottish, and German; and Amanthi, who lives in Edson and whose parents immigrated from Sri Lanka.



Pearl

My great-grandfather was born in Canada, but he had family in China — and they have told him what it was like when Japan invaded. China was in such chaos that he didn't hear from some of his relatives for years. Sometimes he worried that they had all been killed. He told me that people were really scared, and yeah, some people betrayed their friends and neighbours to get on the good side of the Japanese. But lots of people didn't. People helped one another whenever they could, even strangers. So in some ways, the hardships drew people together — and deepened their sense of Chinese national identity.

The way my great-uncle Dmitry tells it, what people in Ukraine went through in 1932 to '33 was caused by Stalin's fear of Ukrainians' strong nationalist loyalties — and these ties still exist, even though we're scattered in different countries. Ukrainians were resisting Stalin in the 1930s, and to force them to do what he wanted, he took the grain from the farmers. He just let them starve. That famine was definitely started by someone who hated my nation, but it sure didn't destroy it. Just the opposite.



Blair



Amanthi

I liked what Louise Arbour said about what people do in a crisis. If you didn't have food or a safe place to live, you might not be so concerned about things like equality and freedom — and even national identity. You'd have more important concerns. In some ways, just talking about national identity is a luxury that people like us here in Canada enjoy. I bet that if we lived in a one-party state that controlled the media, we wouldn't even hear a voice like Arbour's. If what she said wasn't what the government wanted people to hear, then her words wouldn't be broadcast in the media or put in a textbook.

Your Turn

How would you respond to the question Pearl, Blair, and Amanthi are answering? Explain the reasons for your answer.

Focus on Skills

A two-page feature that highlights a specific skill in every chapter. Honing these skills will help you achieve success in this course, in other educational programs, and in many aspects of life.

FOCUS ON SKILLS

Predicting Likely Outcomes

As part of the declassification process, the United Nations has experienced problems in former colonies such as East and West Africa. These problems are related to the fact that the United Nations has not been able to predict the future of these countries. This is because the United Nations has not been able to predict the future of these countries. This is because the United Nations has not been able to predict the future of these countries.

Steps to Predicting Likely Outcomes

Step 1: Review your prior knowledge

Begin by writing down what you already know about the situation in East Africa. Then, answer the following questions:

- What do you know about the situation in East Africa?
- What do you know about the situation in East Africa?
- What do you know about the situation in East Africa?

Step 2: Make your prediction

Based on the information you have gathered, make a prediction about the future of the situation in East Africa. Write down your prediction and explain why you made it.

FOCUS ON SKILLS

Focus on Skills

Steps to Predicting Likely Outcomes

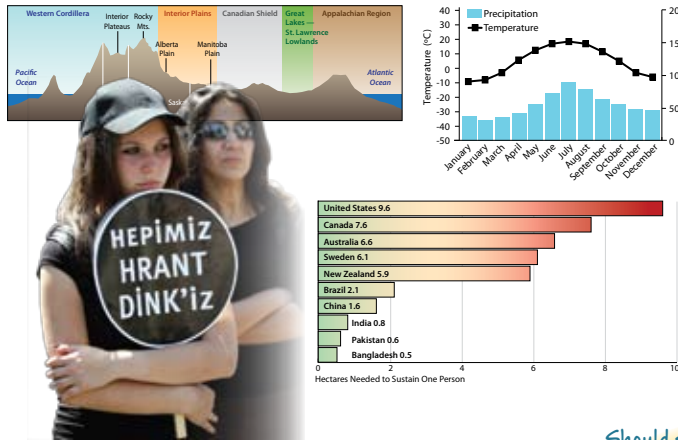
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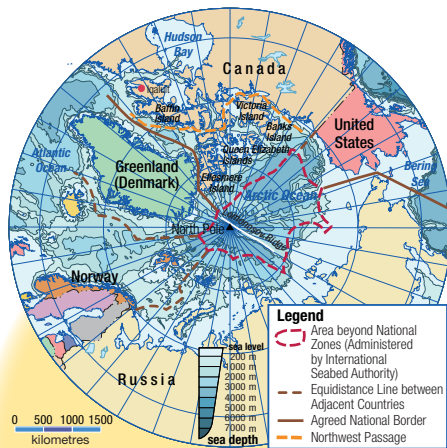
Step 2: Make your prediction

Based on the information you have gathered, make a prediction about the future of the situation in East Africa. Write down your prediction and explain why you made it.



Photographs, charts, graphs, and other visuals

These visuals support your learning and provide context for the material being studied. The photo captions often include challenging questions designed to stimulate thought and reflection.



Maps

Show where events happened, provide information in a graphic format, and expand the meaning and context of the ideas and issues you are exploring.

Should people stop looking back to past events and focus on the present and the future?



Up for Discussion

Questions in the margin are designed to provoke thought and discussion by challenging an aspect of the narrative and encouraging you to examine the way you view issues.

SPINBUSTER

Analyzing Spin in Official Documents

Steps to Analyzing Spin in Official Documents

Step 1: Analyze the claims

Write a journal entry about the claims that appear in the document. Then, answer the following questions:

- What is the claim?
- What is the evidence?
- What is the conclusion?

Step 2: Analyze the evidence

Write a journal entry about the evidence that appears in the document. Then, answer the following questions:

- What is the evidence?
- What is the conclusion?
- What is the conclusion?

Step 3: Analyze the conclusion

Write a journal entry about the conclusion that appears in the document. Then, answer the following questions:

- What is the conclusion?
- What is the conclusion?
- What is the conclusion?

Spinbuster

Helps you understand how the media and others shape ideas and influence public opinion, enabling you to effectively analyze and evaluate information from a variety of sources.



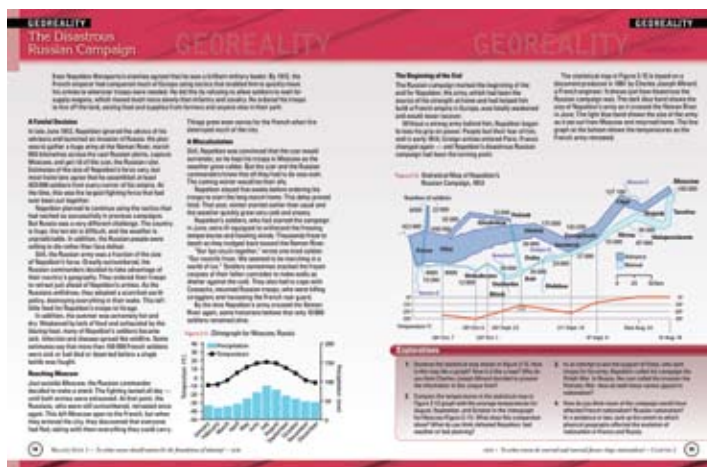
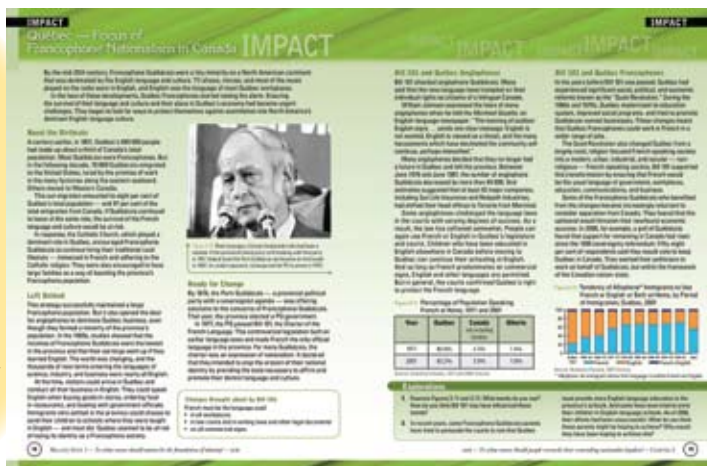
Making a Difference
Presents a brief, highly focused examination of an individual or organization whose contributions have shaped — or been shaped by — an issue. They often show how one person can bring about change.

The View from Here
A one-page feature that provides an opportunity to deepen your understanding of an issue by exploring, analyzing, and evaluating what various people have written or said about it.

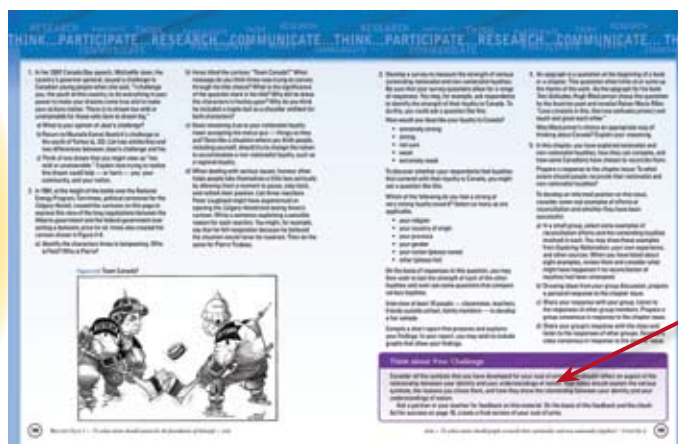
**Think . . .
Participate . . .
Research . . .
Communicate . . .**

End-of-chapter activities that help reinforce skills and enhance your understanding of the issues as you explore, analyze, evaluate, and debate your responses. In many cases, they shine a different light on some of the issues raised in the chapter.

Impact
Focuses on a specific aspect of an issue. These features highlight how a group, place, person, or event has shaped — and been shaped by — the issue and encourage you to think critically about issues.



GeoReality
Presents geographic perspectives that focus on the connections between nationalism and human, economic, and physical geography. These features help you understand how conflict and co-operation are shaped — and shaped by — geographic factors.



**Think about
Your Challenge**
A reminder of the challenge you are preparing to complete as you progress through the related issue. It provides tips to help you consider approaches and stage your work so that you can achieve success.